

***California
Commission on Teacher Credentialing***

***Meeting of
November 6-7, 2002***

AGENDA ITEM NUMBER: **PREP - 4**

COMMITTEE: **Preparation Standards Committee**

TITLE: **Update on Implementation of California's
Credentialing Standards Pursuant to SB 2042**

 X **Action**

 Information

 X **Report**

Strategic Plan Goal(s):

- Goal 1:** **Promote educational excellence in California schools**
- Develop candidate and program standards that guide our local communities in the education of their children

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Update on Implementation of California's Credentialing Standards Pursuant to SB 2042

Professional Services Division

November 7, 2002

Executive Summary

At its meeting of September 6, 2001, the Commission approved new Standards under SB 2042 for Elementary Subject Matter Preparation Programs and for Professional Teacher Preparation Programs, and an Implementation Plan for transitioning to these new sets of Standards. At its meeting of October 4, 2001, the Commission approved new Blended Program Standards under SB 2042. At its meeting of November 8, 2001, the Commission approved grants under the Title II Teacher Quality Enhancement State Grant to institutions that wanted to be "Early Adopters" of the new standards. Between October 2001, and March 2002, regional teams have provided extensive technical assistance to Early Adopters and to all other institutions offering Elementary Subject Matter Preparation and/or Professional Teacher Preparation and/or Blended Programs of Undergraduate Teacher Preparation. In March 2002, the Commission approved new Professional Teacher Induction Standards under SB 2042. In April 2002, the Commission received an update on implementation of the new Standards and reviewed the next steps in the implementation process. In September 2002, the Commission adopted Assessment Quality Standards for Teaching Performance Assessment. This report provides an update on the status of implementation efforts and accomplishments from the period of April 2002, through November, 2002; details further implementation activities for 2002-2003; describes two Induction-focused planning grant applications from private K-12 schools to be funded by the Title II Teacher Quality Enhancement State Grant; and presents an implementation plan for the Teaching Performance Assessment.

Fiscal Impact Summary

The base budget of the Professional Services Division, supplemented by the resources of the Title II Teacher Quality Enhancement State Grant, has been used to date to support regional technical assistance efforts, to implement the initial reviews of program documents submitted in response to SB 2042 Standards, to provide Standards-focused Title II program planning grants, and to support the development of the Teaching Performance Assessment.

Policy Issues To Be Decided

Two policy issues are presented in this report: (a) Should the Commission approve the two private K-12 school Induction-focused Title II planning grants? and (b) Should the Commission approve the Implementation Plan for the Teaching Performance Assessment?

Recommendation

Staff recommend that the Commission approve the two private K-12 school Induction-focused Title II planning grants, and that the Commission approve the Implementation Plan for the Teaching Performance Assessment.

Update on Implementation of California's Credentialing Standards Pursuant to SB 2042

Professional Services Division

November 7, 2002

Background Information

At its meeting of September 6, 2001, the Commission approved the adoption of new Standards of Quality and Effectiveness for Elementary Subject Matter Preparation and for Professional Teacher Preparation Programs. The Commission also approved an Implementation Plan that provides for a two-year transition, including an "early adoption" phase, for currently approved programs to rewrite and resubmit program applications to the Commission for approval under the new Teacher Preparation Standards.

At its meeting of October 4, 2001, the Commission approved new Blended Program Standards under SB 2042. At its meeting of November 8, 2001, the Commission approved grants under the Title II Teacher Quality Enhancement State Grant to institutions that wanted to be "Early Adopters" of the new standards. At its meeting of March 7, 2002, the Commission approved new Professional Teacher Induction Standards under SB 2042.

A five-pronged approach to providing technical assistance related to the new standards was implemented beginning in October 2001, and has been proceeding on schedule. During October 2001, ***regional teams*** were established to provide technical assistance to all currently approved programs and institutions that will need to submit program approval documents responding to the new standards. These regional teams are staffed with at least five Commission and California Department of Education Beginning Teacher Support and Assessment (BTSA) staff, and the regional team structure is based on the existing BTSA service regions. Attachment A provides a listing of these regional teams and their members. Each regional team was assigned to serve the programs/institutions in that region.

At the same time, ***creative use of technology*** enabled a special section on the Commission website for items relating to the new standards and to the implementation process, so that institutions/programs could check frequently for updates, and the Commission began participating in a pilot of new web-based technology to facilitate statewide communications with and among the regional teams.

Extensive ***technical assistance to the Early Adopters***, whose responses to the new standards were due on April 1, 2002, was provided during the period of October 2001 through March 2002.

Since October, 2001, ***Commission staff have continued to present at meetings, conferences, and other professional gatherings*** to help the field at large understand the new credential structure, the SB 2042 standards, and the transition process to the new standards.

In December 2001, a planning process was begun with representatives of the Credential Counselors and Analysts to develop materials, including a revised Handbook, and to schedule *technical assistance meetings to help credential counselors and analysts* at the currently-accredited institutions make the transition to the new standards-based programs.

Activities relating to these five approaches were described in detail in a Commission agenda item in April 2002. The remainder of this report will focus on SB 2042 implementation activities that have taken place since April 2002.

A. Update on Statewide Technical Assistance Provided by Regional Teams for All Programs/Institutions, Especially New Technical Assistance for Professional Teacher Induction Programs.

In order to assist Beginning Teacher Support and Assessment (BTSA) programs to make the transition from grant supported professional development programs to approved Professional Teacher Induction Programs, the Regional Technical Assistance Teams scheduled training sessions for local BTSA program staff and for college and university staff working in the area of Induction. An initial training session on the new Professional Teacher Induction standards was held for all Regional Team members on July 18, 2002, in Sacramento. Approximately 40 regional team members attended this training. Between late July 2002, and early September 2002, regional teams provided extensive technical assistance to all BTSA programs as well as to other potential sponsors of Professional Teacher Induction programs. The technical assistance meetings covered understanding the new Standards as well as information on how to respond to these Standards for program approval purposes. Regional Team members remained available throughout this same time period to provide ongoing technical assistance to program sponsors of Elementary Subject Matter Preparation and/or Professional Teacher Preparation and/or Blended Programs of Undergraduate Teacher Preparation.

Meeting times and locations for the Induction-focused Regional Technical Assistance meetings were posted on the Commission's website as well as on the website of the California Department of Education. Regional team members also sent individual invitations to all BTSA program sponsors and all Institutions of Higher Education (IHE) in the regions.

Evaluation responses from attendees at each of these meetings have continued to be overwhelmingly positive. Most of the positive comments from the field cite three major aspects of the training provided:

- the organization, completeness, and helpfulness of the reference materials packets;
- the professional attitude, positive nature, and helpfulness of the regional team members conducting the training; and
- the willingness and commitment of the regional team members to continue to support the region during the transition period over the next fourteen months.

The table below provides a summary of all the Regional Technical Assistance meetings held between June 2002 and October 2002. Attachment B lists these meetings by individual region. A later section of this narrative discusses the technical assistance provided during the August 2002 Title II Teacher Quality Enhancement Summer Workshops.

SUMMARY OF REGIONAL TECHNICAL ASSISTANCE MEETINGS
June - October 2002

Meeting Focus	Number of Meetings 6/02-9/02	Total Attendees 6/02-9/02
SB 2042 All Standards	15	622
SB 2042 Induction Standards Only	6	190
Credential Counselors and Analysts/HR Personnel: ESM/Teacher Prep/Blended Standards	9	400
Credential Counselors and Analysts/HR Personnel: Induction Standards	10	604
Superintendents: Induction Standards	3	32
Writing to the Standards	5	71
Read-Arounds	6	72
Totals	54	1,991

B. Specialized Statewide Assistance to Credential Counselors and Analysts Regarding the New Standards

Through funding from the Title II Teacher Quality Enhancement State Grant, a working group of members of the Credential Counselors and Analysts of California (CCAC) developed a new handbook for Credential Counselors and Analysts relating to the new SB 2042 standards. This same working group, along with Commission staff, also developed an extensive technical assistance training for Credential Counselors and Analysts that focused particularly on the work of these staff members and the impact of the new Standards on their work with teacher candidates and with teacher preparation programs. An initial round of nine statewide technical assistance meetings for Credential Counselors and Analysts was held between April and June 2002, and an additional four statewide technical assistance meetings were held in August and September 2002. These initial meetings focused primarily on the new Professional Teacher Preparation Program and Blended Program standards. Over 400 Credential Counselors and Analysts attended this first round of technical assistance.

Once the Professional Teacher Induction Program Standards were adopted by the Commission, staff worked to modify the original technical assistance materials and presentations for Credential Counselors and Analysts to focus on the new Induction Standards and their impact on the work of these individuals. A new round of statewide regional technical assistance meetings was then conducted between May 2002 and June 2002 to focus specifically on the new Induction Standards. The table below indicates the meetings and attendance for the Induction-focused Credential Counselor and Analyst technical assistance training:

Location	Number of Attendees
West Covina School Dist.	a.m.: 99 p.m.: 30
New Haven School Dist.	27
San Diego COE	a.m.: 70 p.m.: 46
Sacramento COE	105
Santa Clara COE	87
Merced COE	65
Tehama COE	29
TOTAL	558

C. Update on Program Document Submission Windows for 2002-2003

All Professional Teacher Preparation Programs, Elementary Subject Matter Programs, and Blended Programs were asked in early 2002 to select from one of seven Program Submission Windows spanning the time period from April 1, 2002 (Early Adopters) through September 1, 2003. Professional Teacher Induction Programs have now also been asked to select from one of the remaining six Submission Windows, from September 1, 2002 through September 1, 2003, for sending their program document(s) for review. Attachments C and D detail all of the Submission Windows. Below is the summary of the remaining submission windows for 2002-2003:

SUMMARY OF EXPECTED DOCUMENTS SUBMISSIONS BY REMAINING WINDOWS

Window	ESM	Teacher Prep	Blended	Induction	Total Programs	Total Readers
Sept. 2, 2002	5	5	2	11	23	69
Nov. 1, 2002	8	10	4	24	46	139
Feb. 3, 2003	16	19	4	32	71	213
April 1, 2003	12	18	6	30	66	198
August 1, 2003	9	10	7	33	56	168
Sept. 1, 2003	12	0	6	25	43	129
TOTALS	62	62	29	155	305	915

(Note: each program document is reviewed by a team of three readers)

D. Update on Program Applications and Program Approvals for the Period of April, 2002-November, 2002

April 1, 2002 Early Adopter Submission Window: The Commission received a total of 10 Early Adopter submissions from Elementary Subject Matter program sponsors, and 30 Early Adopter submissions from Professional Teacher Preparation program sponsors. Reviewers of these program documents received training on April 16-17, 2002, in Sacramento, and completed their initial reading of the Early Adopter program documents during the following two weeks. The reviewers read and rated each program standard independently, and then subsequently came to a collective team judgment concerning whether each standard and each element within each standard

were met, or if additional information and/or supporting documentation were needed. Commission staff reviewed the review team's summary feedback, and then communicated the review panel's summary feedback to program sponsors. Program sponsors subsequently provided additional clarification and/or supporting documentation in response to the readers' feedback, and the original team reviewers then read the resubmissions from program sponsors using the same process, including posting a revised team summary for each standard and for each element. Commission staff facilitated the entire process of providing feedback from the teams to the program sponsors.

As of October 2002, seven of the 10 Early Adopter Elementary Subject Matter programs and 23 of the 30 Early Adopter Professional Teacher Preparation programs that were submitted for the April 1, 2002 submission window have been approved under SB 2042. Two additional Early Adopter Elementary Subject Matter programs are expected to be approved in November 2002. The approved programs are indicated in bold in the chart in Attachment C. the remaining Early Adopter programs are all currently in the process of resubmitting additional information and/or supporting documentation for review.

September 1, 2002 Submission Window: A total of 23 program submissions was received, as indicated in the Submission Window chart above. Readers met in Sacramento during September 16-18, 2002 for training and program document review. Extensive training was provided to the new Professional Teacher Induction Program readers during all three days, and refresher training was provided for the experienced Professional Teacher Preparation and Elementary Subject Matter program reviewers (these individuals had previously reviewed Early Adopter program submissions in April 2002). All of the September 2002 Submission Window programs have received feedback from the initial review of their program documents, and have resubmitted additional documentation and/or materials for review in response to feedback from the program reviewers. These program sponsors are now awaiting feedback from program documents reviewers in response to the materials resubmitted.

November 1, 2002 Submission Window: All program sponsors submitting program documents for the November 1, 2002 Submission Window were provided updated information concerning the guidelines for preparing and submitting program documents. Staff have assembled teams of reviewers for these documents. The review process for the November 2002 Submission Window will be held in Sacramento on November 19-21, 2002.

E. Update on Ongoing SB 2042-Related Technical Information and Assistance Provided by Staff

Title II Teacher Quality Enhancement State Grant Summer Workshop: The third annual summer Title II Teacher Quality Enhancement State Grant Summer Workshop was held in San Diego in two sessions, the first on August 14-15 and the second on August 16-17, 2002. The Title II Summer Workshop has previously provided initial technical assistance for the implementation of SB 2042 during the summers of 2000 and 2001. This year, the Title II Summer Workshop focused on helping attendees benefit from what we have learned to date from the experiences of the Early Adopters, as well as helping attendees deepen their knowledge of the Standards and of how to respond effectively to the Standards. Attachment E provides the summary agenda for the August 14-15 Title II Summer Workshop session. Approximately 500

persons attended the Title II Summer Workshops. Evaluation feedback provided by the attendees was highly complimentary regarding the appropriateness of the topics, the quality and preparedness of the presenters, and the helpfulness of having quality time to share information with their peers concerning the implementation of the new Standards.

Regular contacts with the field: Commission staff are continuing during this transition period to respond by email, phone and fax to questions and comments submitted by the field concerning the new credential system, the new standards, and the transition processes. Staff have already made numerous presentations at professional meetings and conference (for example, at meetings on Elementary Subject Matter sponsored by the California State University Academic Senate; at meetings of the CSU Education Deans; at Independent California Colleges and Universities; at the California Council on Teacher Education; and at Credential Counselors and Analysts training sessions.) Staff participated in several presentations at the annual conference of the California Credential Counselors and Analysts during October 15-17, 2002 in Sacramento. Staff are also responding on an individual basis to questions and concerns from institutions and/or programs.

F. Update on the Use of Technology within the SB 2042 Process

Creative use of technology continues to facilitate the SB 2042 Implementation Plan in two major ways. The first is by helping to keep the field informed through the creation of a special section on the Commission website dedicated to items relating to the SB 2042 Standards and to the transition to these standards. Clicking on the SB 2042 button provides information concerning the standards themselves, related legislation and policy, regional training opportunities, copies of handouts and other technical assistance materials from meetings and conferences, and other useful links.

The second way is by facilitating communications with and among the regional teams and the document review teams through piloting special web-based software. The "Sparrow" software from Xerox Corporation's Palo Alto Research Center allows for web-based, group-sharable and group-editable documents, and permits instantaneous communication among the members around the state regardless of individual computer systems and setups. Reviewers of the SB 2042 program documents use this secure website to post their team summary feedback. This system has greatly improved the ability of staff to provide feedback back more quickly to program sponsors concerning their responses to the standards.

G. Title II Induction-focused Planning Grants for Private K-12 Schools

Many private K-12 schools require their teachers to maintain valid K-12 teaching credentials issued by the Commission. These teachers will also need access to approved Professional Teacher Induction programs in order to obtain their Professional Clear Credential. The Title II Teacher Quality Enhancement State Grant Work Plan previously reviewed and approved by the Commission contained a line item to support a total of 10 planning grants in the amount of \$10,000 each for private K-12 schools and/or consortia to plan for the development of professional teacher induction programs responsive to the Commission-adopted Professional Teacher Induction Program Standards. The Commission also reviewed the RFP criteria for applying for these planning grants. The deadline for planning grant applications is November 15, 2002, and applications are being accepted on a rolling basis until the deadline.

Two applications have been received to date and reviewed by staff. Staff recommend that the following two private K-12 school induction-focused planning grants be awarded in the amount of \$10,000 each as per the Title II Teacher Quality Enhancement State Grant Work Plan:

(1) The Association of Christian Schools International (ACSI), Southern California Regional Induction Program Consortium. This consortium consists of the ACSI, 18 WASC-accredited ACSI-affiliated southern California K-12 schools, and Vanguard University.

(2) The Southern California Lutheran School Induction Collaborative. This collaborative consists of St. John's Lutheran School (Orange), six WASC-accredited Lutheran schools in southern California, and Concordia University.

H. Implementation Plan for the Teaching Performance Assessment (TPA)

1. Update on the TPA Field Testing Process

The field testing process for the Commission's TPA prototype has been proceeding on schedule, as presented in the prior agenda item at the September 5, 2002, Commission meeting. Each Teacher Preparation program sponsor has already identified a staff member to be the liaison for the initial TPA Network that has been working with the field testing process for the TPA prototype. A total of 150 multiple subject teacher candidates and 250 single subject teacher candidates are participating in the field testing.

The participants' completed Tasks 1 and 2 are due on January 15, 2003, and their completed Tasks 3 and 4 are due on April 15, 2003. Benchmarking for Tasks 1 and 2 responses will take place in February 2003, with centralized scoring of these responses scheduled for March 2003. Benchmarking for Tasks 3 and 4 will take place in late April 2003, with centralized scoring in late May 2003. Following each centralized scoring, a regional scoring will be held for local assessors to review and score the same samples against the benchmarks, and to provide information as to the effectiveness of the training local assessors will receive during this process.

2. Technical Assistance Plan for TPA Implementation

a. Technical Assistance Workshops for Teacher Preparation Program Sponsors. In order to assist the field in implementing the Teaching Performance Assessment within the time frame specified by law, Commission staff have planned a series of statewide Technical Assistance Workshops modeled on the successful technical assistance strategy previously implemented for the SB 2042 program standards and Induction standards. The initial round of five meetings, scheduled for November-December 2002, will focus on a general orientation to the TPA, including understanding the four TPA tasks and reviewing the details that will be required within each institution/program's plan to implement the TPA. One additional meeting, during November 2002, will orient the SB 2042 Technical Assistance Regional Teams to the Teaching Performance Assessment and to the remainder of the Technical Assistance Plan as described below. The second round of five meetings, scheduled for January-February 2003, will focus on understanding the Assessment Quality Standards adopted by the Commission at its meeting of September 5, 2002, and on how to respond to these standards. The third and final round of five statewide

meetings, scheduled for March and April 2003, will focus on doing Read-Arounds of drafts of program responses to the Category E Assessment Quality Standards. The locations for the five statewide meetings will be San Diego, Los Angeles, Fresno, San Francisco (Bay Area), and Sacramento. Information regarding the Technical Assistance meetings will be sent to the Deans/Directors of all Commission-approved Teacher Preparation programs and will be posted on the Commission's website.

b. Teacher Preparation Program Plans for TPA Implementation. Programs/institutions will be asked to submit a plan to the Commission by June 1, 2003 for the local program-embedded implementation of the Teaching Performance Assessment. At the initial technical assistance meetings in November-December, 2002, participants will receive a copy of the program plan document, which will contain guided prompts for describing how the institution/program plans to embed the TPA within its program(s). The plan document will also be sent to Deans/Directors of all Commission-approved Teacher Preparation programs and will be available on the Commission's website. Commission staff will review these plans and provide feedback to the individual institution/program. Commission staff must sign off on the TPA implementation plan before the program sponsor can begin implementing the TPA. All plans submitted by the June 1, 2003 must be reviewed, revised and approved by August 5, 2003. All candidates for a multiple and single subject credential enrolled in an accredited teacher education program must take and pass a TPA in order to be recommended for a teaching credential beginning in 2003-04.

c. Training and Calibrating TPA Administrators and Assessors. The Technical Assistance Plan also includes activities for training and calibrating teacher preparation program staff who will be administering and/or scoring the Teaching Performance Assessment within local teacher preparation programs. It is expected that several sessions for training and calibrating of local teacher preparation program staff will take place during the late spring-early summer of 2003.

d. Teacher Preparation Program Responses to the Category E Assessment Quality Standards. Teacher Preparation Programs will be required to respond to Assessment Quality Standards 21-23 by September 15, 2004. During the period of June 2003 to September 2004, programs will have the opportunity to try out their TPA implementation plans and make appropriate adjustments to local implementation processes and/or procedures. Program sponsors can then use the information and feedback gained from this process to help inform the program's September 2004, responses to the Assessment Quality Standards. These responses will be read by teams of qualified peer reviewers during September-November, 2004.

e. Program Sponsors Electing to Use a TPA Other Than the Commission Prototype. Teacher Preparation Program sponsors electing to use a locally-developed Teaching Performance Assessment rather than the Commission prototype will need to respond by June 1, 2003 to Category E Assessment Quality Standards 19-20, and by September 15, 2004, to the Category E Assessment Quality Standards 21-23. These program sponsors will also need to submit their TPA implementation plan on June 1, 2003, as described in section b above.

The graphic on the following two pages shows the relationship of the TPA process to the remainder of the SB 2042 Standards implementation.

ATTACHMENT A

REGIONAL TEAMS DIRECTORY

SB 2042 Implementation
Regional Teams Directory

Region One

Regional Team Members:

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ATTACHMENT B

REGIONAL TECHNICAL ASSISTANCE MEETINGS

REGION 1

Meeting Date	Location	Meeting Focus	Number of Attendees
June 7, 2002	Sacramento	Technical Assistance on all SB 2042 Standards	51
June 24, 2002	Sutter County	Tutorial on Writing to the Standards - Induction	24
August 6, 2002	Sutter County	Read-Around (review of draft of responses to Standards)- Induction	14
August 8, 2002	Sacramento	Tutorial on Writing to the Standards - Induction	8
September 19, 2002	Sacramento	Technical Assistance on SB 2042 Standards - Induction	52
November 12, 2002	Sacramento	Tutorial on Writing to the Standards - Induction	TBD
		Total Meetings 6/02-9/02 5	149

Region 2

Meeting Date	Location	Meeting Focus	Number of Attendees
Feb. 25, 2002	Oakland	Technical Assistance on SB 2042 Standards - ESM, Teacher Prep., and Blended	44
Feb. 28, 2002	Santa Clara COE	Technical Assistance on SB 2042 Standards - Induction	45
April 19, 2002	Bay Area	Technical Assistance on SB 2042 Standards - Induction	17
May 9, 2002	Hayward	Technical Assistance on SB 2042 Standards - Induction	9
June 21, 2002	Santa Cruz	Technical Assistance on SB 2042 Standards - Induction	18
June 25, 2002	Newark	Technical Assistance on all SB 2042 Standards	49

July 16, 2002	South Coast Inn	Technical Assistance on all SB 2042 Standards	14
July 23, 2002	Newark	Technical Assistance on SB 2042 Standards - Induction (for Superintendents)	5
August 7, 2002	Santa Cruz	Read-Around (review of draft of responses to Standards)- Induction	15
September 5, 2002	Newark	Technical Assistance on all SB 2042 Standards	27
September 20, 2002	Goleta	Technical Assistance on SB 2042 Standards - Induction (for Superintendents)	13
September 30, 2002	Pleasanton	Technical Assistance on SB 2042 Standards - Induction	10
September 30, 2002	Fremont	Tutorial on Writing to the Standards	5
October 1, 2002	Newark	Technical Assistance on SB 2042 Standards - Induction (for Human Resources personnel)	46
October 2, 2002	Newark	Read-Around (review of draft of responses to Standards)	10
		Total Meetings 2/02-9/02 15	327

Region 3

Meeting Date	Location	Meeting Focus	Number of Attendees
June 20, 2002	Rancho Cucamonga	Technical Assistance on all SB 2042 standards	30
June 25, 2002	Palmdale/Lancaster	Technical Assistance on all SB 2042 standards	28
July 7, 2002	Rancho Cucamonga	Tutorial on Writing to the Standards	12
July 23, 2002	Rancho Cucamonga	Technical Assistance on all SB 2042 standards	45

July 26, 2002	Rancho Cucamonga	Read-Around (review of draft of responses to Standards)	8
August 8, 2002	Rancho Cucamonga	Tutorial on Writing to the Standards	22
August 22, 2002	Palmdale	Read-Around (review of draft of responses to Standards)	6
Sept. 12, 2002	Rancho Cucamonga	Technical Assistance on all SB 2042 standards	17
September 19, 2002	Palmdale/Lancaster	Technical Assistance on SB 2042 Standards - Induction (for Superintendents)	14
September 20, 2002	Rancho Cucamonga	Read-Around (review of draft of responses to Standards)	19
		Total Meetings 6/02-9/02	201

Region 4

Meeting Date	Location	Meeting Focus	Number of Attendees
June 28, 2002	Glendale	Technical Assistance on all SB 2042 standards	65
July 25, 2002	West Covina	Technical Assistance on all SB 2042 standards	82
August 22, 2002	Glendale	Technical Assistance on SB 2042 standards-Induction	63
		Total Meetings 6/02-9/02	211

Region 5

Meeting Date	Location	Meeting Focus	Number of Attendees
June 26, 2002	San Diego	Technical Assistance on all SB 2042 Standards	38
July 8, 2002	Rancho Bernardo	Technical Assistance on all SB 2042 Standards	41

July 9, 2002	Anaheim	Technical Assistance on all SB 2042 Standards	25
Sept. 19, 2002	Newport Beach	Technical Assistance on all SB 2042 Standards	75
September 20, 2002	Escondido	Technical Assistance on SB 2042 Standards - Induction	40
October 3, 2002	Imperial COE	Technical Assistance on all SB 2042 Standards	35
October 15, 2002	Orange County COE	Technical Assistance on SB 2042 Standards - Induction	35
October 24, 2002	Costa Mesa	Read-Around (review of draft of responses to Standards)	TBD
		Total Meetings 6/02-9/02 8	289

ATTACHMENT C

DOCUMENT SUBMISSION WINDOWS BY INSTITUTION

	ESM	Teacher Prep	Blended
Bakersfield, CSU	Sept 1, 2003	Feb. 3, 2003	Sept. 1, 2003
Channel Islands, CSU	Sept. 2, 2002	Sept. 2, 2002/MS April 21, 2003/SS	Feb. 3, 2003 (MS/Lib. Studies)
Chico, CSU	April 1, 2003	Sept. 2, 2002	April 1, 2003
Dominguez Hills, CSU	April 1, 2003	April 1, 2002	Aug. 1. 2003
Fresno, CSU	April 1, 2003	April,02 MS April,02 SS	April 1, 2003
Fullerton, CSU	April 1, 2002	Nov. 1, 2002	Feb. 3, 2003
Hayward, CSU	Sept. 1, 2003	SSInteg.Apr. 02 Aug. 1, 2003	Sept. 1, 2003
Humboldt State	April 1, 2002	Aug. 1, 2003 Sept.1 03child devel.	Aug. 1, 2003
Long Beach, CSU	Feb. 3, 2003	April 1, 2002 Feb3,2003/SS	Feb. 3, 2003
Los Angeles, CSU	Nov. 1, 2002	Nov. 1, 2002	Nov. 1, 2002
Monterey Bay, CSU	April 1, 2003	April 1, 2003	N/A
Northridge, CSU	April 1, 2002	April 1, 2002	Sept. 2, 2003
Pomona, Cal Poly	Nov. 1, 2002	April 1, 2002	in process
Sacramento, CSU	Aug. 1, 2003	Aug. 1, 2003	Aug. 1, 2003
San Bernardino, CSU	April 1, 2003	April 1, 2003	April 1, 2003
San Diego State	Feb. 1, 2003	April 1, 2002	April 1, 2003
San Francisco State	Aug. 1, 2003	Aug. 1, 2003	Aug. 1, 2003
San Jose State	Aug. 1, 2003	Aug. 1, 2003	Aug. 1, 2003
San Luis Obispo, Cal Poly	April 1, 2003	April 1, 2003	April 1, 2003
San Marcos, CSU	Feb. 3, 2003	April 1, 2002	in process
Sonoma State	Aug. 1, 2003	April 1, 2002	Aug. 1, 2003
Stanislaus, CSU	April 1, 2002	Aug. 1, 2003	Sept. 1, 2003
Cal State Teach	N/A	April 1, 2003	N/A

UNIVERSITY OF CALIFORNIA	ESM	Teacher Prep	Blended
Berkeley, UC	N/A	April 1, 2003	in process
Davis, UC	Feb. 3, 2003	Nov. 1, 2002	N/A
Irvine, UC	Sept. 1, 2003	Nov. 1, 2002	N/A
Los Angeles, UC	Nov. 1, 2002	Feb. 3, 2003	N/A
Riverside, UC	Sept. 1, 2003	April 1, 2002	Sept. 1, 2003
San Diego, UC	Sept. 1, 2003	April 1, 2002	N/A
Santa Barbara, UC	Aug. 1, 2003	Aug. 1, 2003	N/A
Santa Cruz, UC	Aug. 1, 2003	April 1, 2002	N/A
PRIVATE/INDEPENDENT	ESM	Teacher Prep	Blended
Alliant International University	Nov. 1, 2002	Feb. 3, 2003	Feb. 3, 2003
Antioch University of Southern CA	April 1, 2002	Feb. 3, 2003	N/A
Argosy University	April 1, 2003	April 1, 2003	N/A
Azusa Pacific University	Feb. 3, 2003	Feb. 3, 2003	N/A
Bethany College	Feb. 3, 2003	Feb. 3, 2003	N/A
Biola University	Nov. 1, 2002	Feb. 3, 2003	N/A
California Baptist	Nov. 1, 2002	April 1, 2003	N/A
California Lutheran	Sept. 2, 2002	April 1, 2002	Sept. 2, 2002
Chapman University	Feb. 3, 2003	Feb. 3, 2003	N/A
Christian Heritage	Feb. 3, 2003	Nov. 1, 2002	Aug. 1, 2003
Claremont	N/A	April 1, 2003	N/A
Concordia University	Nov. 1, 2002	Nov. 1, 2002	Nov. 1, 2002
Dominican University of California	Sept. 2, 2002	Sept. 2, 2002	Sept. 2, 2002
Fresno Pacific University	Nov. 1, 2002	Feb. 3, 2003	in process
Holy Names College	April 1, 2002	April 1, 2002	N/A
Hope International University	Sept. 1, 2003	Aug. 1, 2003	N/A
InterAmerican College	Nov. 1, 2002	Feb. 3, 2003	N/A
John F. Kennedy	N/A	Sept. 1, 2003	N/A
La Sierra University	Feb. 3, 2003	Feb. 3, 2003	N/A
Loma Linda University	N/A	N/A	N/A
Loyola Marymount	Sept. 2, 2002	Sept. 2, 2002	Sept. 2, 2002
Masters College	April 1, 2003	April 1, 2003	N/A
Mills College	April 1, 2003	April 1, 2003	N/A
Mount St. Mary's	April 1, 2003	April 1, 2002	April 1, 2003
National University	April 1, 2002	April 1, 2002	N/A
National Hispanic University	Feb. 3, 2003	in process	N/A
New College of California	N/A	in process	N/A
Notre Dame De Namur University	Sept. 1, 2003	April 1, 2002	N/A
Nova Southeastern University	N/A	Nov. 1, 2002	N/A
Occidental College	N/A	April 1, 2003	N/A
Pacific Oaks College	N/A	April 1, 2003	N/A
Pacific Union	April 1, 2003	Aug. 1, 2003	N/A
Patten College	Feb. 3, 2003	Feb. 3, 2003	N/A
Pepperdine	Feb. 3, 2003	April 1, 2003	N/A
Point Loma Nazarene	Sept. 1, 2003	Nov. 1, 2003	N/A
St. Mary's College	Sept. 1, 2003	April 1, 2003	Sept. 1, 2003
San Francisco State University	Aug. 1, 2003	Aug. 1, 2003	Aug. 1, 2003
Santa Clara University	Sept. 2, 2002	April 1, 2002	N/A
Simpson College	Feb. 3, 2003	Feb. 3, 2003	N/A

Stanford University	Sept. 1, 2003	April 1, 2002 (SS); Feb. 3, 2003 (MS)	N/A
University of La Verne	April 1, 2002	April 1, 2002	N/A
University of the Pacific	April 1, 2002	April 1, 2002	N/A
University of Phoenix	N/A	Nov. 1, 2002	N/A
University of Redlands	Sept. 1, 2003	April 1, 2002	Sept. 1, 2003 (2 programs)
University of San Diego	Feb. 3, 2003	April 1, 2002	N/A
University of San Francisco	Sept. 1, 2003	Sept. 1, 2002	N/A
University of Southern California	April 1, 2002	April 1, 2002	
Vanguard University	Aug. 1, 2003	April 1, 2002	N/A
Westmont	Feb. 3, 2003	Feb. 3, 2003	N/A
Whittier	Feb. 3, 2003	Feb. 3, 2003	N/A
DISTRICT INTERN PROGRAMS	ESM	Teacher Prep	Blended
Compton Unified School District	N/A	Feb. 3, 2003	N/A
Long Beach Unified School District	N/A	Aug. 1, 2003	N/A
Los Angeles Unified School District	N/A	April 1, 2002	N/A
Ontario-Montclair School District	N/A	April 1, 2002	N/A
Orange County Office of Education	N/A	Feb. 3, 2003	N/A
Project Pipeline	N/A	April 1, 2003	N/A
San Diego City Schools	N/A	Nov. 1, 2002	N/A
San Joaquin County Office of Ed.	N/A	April 1, 2002	N/A

Note: Bold text denotes program recommended for approval.

ATTACHMENT D

INDUCTION PROGRAM SUBMISSION WINDOWS

**INDUCTION SUBMISSIONS WINDOW
FOR SEPTEMBER 3, 2002**

Program
1 Mt. Diablo USD
2 San Joaquin COE
3 Kern COE
4 Kern Union HSD
5 Panama-Buena Vista
6 Sacramento BTSA
7 Greenfield Union SD
8 Santa Cruz New Teacher Project
9 Bakersfield City SD
10 Belmont-Redwood
11 San Luis Obispo. COE

**INDUCTION SUBMISSIONS WINDOW
FOR NOVEMBER 1, 2002**

Program
1 Sutter COE
2 Butte COE
3 Rialto USD
4 Palo Alto USD
5 Westside Union SD
6 Lancaster SD
7 RIMS BTSA
8 El Dorado COE
9 Palmdale SD
10 Keppel-Wilsona
11 Chino Valley USD
12 Norwalk-LaMirada
13 Elk Grove USD
14 Fresno COE
15 Manteca USD
16 Tulare COE
17 Escondido Union SD
18 Etiwanda SD
19 Kings COE
20 Santa Clara COE
21 Rowland USD
22 LAUSD District Intern
23 New Haven USD
24 Santa Clarita Valley

**INDUCTION SUBMISSIONS WINDOW
FOR FEBRUARY 3, 2003**

Program
1 Fontana USD
2 Riverside USD
3 Tehama COE
4 Stockton USD
5 Fremont USD
6 Marin COE
7 Modesto City Schools
8 San Mateo UHSD
9 San Diego City Schools
10 Tustin USD
11 Culver City USD
12 Napa COE
13 Cal State Fullerton
14 Clovis USD
15 Sacramento City
16 Sonoma COE
17 Fullerton Jt. UHSD
18 Santa Barbara CEO
19 Baldwin Park USD
20 Ontario-Montclair
21 San Jose USD
22 Capistrano USD
23 South Bay BTSA
24 Walnut Valley Cons.
25 Stanislaus COE
26 Cajon Valley USD
27 North Coastal BTSA
28 Ventura COE
29 Anaheim Union HS
30 Davis Jt. Unified
31 Santa Clara COE
32 Vacaville USD

**INDUCTION SUBMISSIONS WINDOW
FOR APRIL 1, 2003**

Program
1 Selma Consortium
2 West Contra Costa
3 Oakland USD
4 Merced Consortium
5 Newark USD
6 Lawndale ESD
7 Visalia USD
8 Antelope Valley UH
9 Saddleback Valley

10 Azusa USD
11 Vallejo City USD
12 Far East Contra Costa Consortium
13 Placentia-Yorba Linda
14 Long Beach USD
15 San Gabriel Valley
16 Downey USD
17 LACOE
18 Burbank BTSA
19 Glendale USD
20 Tulare CESD
21 Temple City USD
22 Antioch USD
23 Central USD
24 Lodi USD
25 Milpitas USD
26 CSU Fullerton
27 Anaheim City SD
28 Orange USD
29 Orange COE
30 Grossmont Union

**INDUCTION SUBMISSIONS WINDOW
FOR AUGUST 1, 2003**

Program
1 Contra Costa COE
2 San Diego COE
3 Alhambra Schools
4 Imperial COE
5 San Dieguito Union High
6 Tracy Jt. Unified
7 San Jose/Santa Cruz
8 San Juan USD
9 San Bernardino City
10 Vista USD
11 Corona-Norco
12 Hayward Unified
13 Huntington Beach
14 UCI/OC BTSA
15 Oceanside USD
16 Monterey COE
17 Alum Rock UESD
18 Chaffey Jt. UHSD
19 San Mateo-Foster
20 Bellflower USD
21 Pomona USD
22 Fairfield-Suisun
23 San Francisco USD

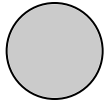
24 Fresno USD
25 Chula Vista ESD
26 Pt. Loma Nazarene
27 San Ramon Valley
28 Santa Rosa City
29 Berkeley USD
30 Manhattan Beach/So Bay Consortium
31 CHART BTSA
32 Torrance USD
33 West Covina Consortium

**INDUCTION SUBMISSIONS WINDOW
FOR SEPTEMBER 1, 2003**

Program
1 Escondido UHSD
2 San Diego USDBTSA
3 Placer COE
4 LaMesa-SpringValley
5 Santa Monica-Malibu
6 LAUSD
7 Sequoia Union HSD
8 Hanford Elementary
9 Pleasanton USD
10 CSU Dominguez Hills
11 Buena Park
12 Newport-Mesa USD
13 Triple L/Campbell
14 LAUSD/CSUN/UTLA
15 Paramount USD
16 Montebello USD
17 Pasadena USD
18 CYA/Sacramento
19 Santa Ana USD
20 Redwood City USD
21 Poway USD
22 Madera USD
23 Assoc. of Christian Schools Int'l.
24 San Marcos USD
25 Sweetwater Union

ATTACHMENT E

TITLE II SUMMER WORKSHOP SUMMARY AGENDA



Session I, August 14-15, 2002

Wednesday August 14

General Session

Welcome and Goal Setting

Lawrence Madkins, Vice Chair, California Commission on Teacher Credentialing

SB 2042 State of the State Address

Mary Sandy, Director, Professional Services Division, California Commission on Teacher Credentialing

Questions & Answers

Concurrent Breakout Sessions A

1. Introduction to Induction Standards

This session will provide an introduction to the induction standards. Attendees will be given a broad overview as well as an historical perspective on the standards.

2. Superintendents Session

Attendees will learn about the value and purpose of induction programs for new teachers, and about the role induction programs will play in preparing new teachers for the professional-level credential. Those attending will learn about the role of administrative leaders in high-quality induction programs and how these programs promote a culture of reflective practice and help districts retain qualified teachers.

3. Developing Responses to the SB 2042 Standards

This session covers everything one needs to know about SB 2042 document writing and preparation. This includes organizing a writing team, writing formats and writing tips, selecting and organizing supporting documentation, submission guidelines for written and electronic materials, and critiquing sample standards responses.

4. Program Models for Teacher Preparation: Advice on Meeting the New Standards

This session will provide a discussion of the process for submitting documents for approval of Teacher Preparation Programs as experienced by program developers from postsecondary institutions and district internship programs. Those who participated in the Early Adoption process will provide advice on program development and document submission to the Standards Review Panel.

5. Teaching Performance Assessment Development Update

This presentation will provide information on the recently completed Teaching Performance Assessment (TPA) Pilot Test as well as the upcoming 2002-2003 Field Test of the California TPA. An overview of four tasks will be given, and participants will have an opportunity to review a sample of a draft task and scoring rubric as well as to learn more about the TPA system.

6. AB 1059 and Beyond: English Learners and Teacher Preparation in California

This presentation will present an update on the progress of the AB 1059 panel. Specifically, there will be discussion about the number of approved programs and institutions under AB 1059 (Standard 13), as well as the fall timelines for having all institutions approved. There will also be discussion of the implementation of AB 1059 within the context of SB 2042, including the induction phase for new teacher candidates. The future development of preparation programs for teachers of English learners in bilingual settings will also be discussed. Nomination letters will be made available to those interested in serving on the design team that will study re-aligning both assessments and program standards.

8. Single Subject Program Standards/California Subject Matter Examinations (CSET™)

This presentation will include information on the new proposed Single Subject Program Standards for Math, English, Social Science, and Science. Draft standards will be presented and discussed during the session as well as

plans for Commission adoption of the Standards. Also, plans for implementation of the new Subject Matter Programs will be discussed. Single Subject Panels in all four areas have been meeting since March 2001 to develop the new proposed Standards and to identify the Commission-adopted Subject Matter Requirements for each new subject matter area.

This session will also include an update on the California Subject Examinations for Teachers (CSET™), the new testing program being developed as the examination option to the subject matter competence requirement. The testing program will, over the next four years, take the place of the current Single Subject Assessments for Teaching® (SSAT™) and Praxis™ II subject matter examinations. The session will also address test development and administration for the (CSET™), as well as the transition from the old to the new testing program.

9. Induction and Special Education

Representatives of the California Commission On Teacher Credentialing, BTSA, and IHE Special Education programs will discuss collaboration of teacher training programs with local BTSA programs for the Education Specialist Level II credentialing. CLAD for Special Education will also be discussed.

Thursday August 15
Session I, cont.

Concurrent Breakout Sessions B

1. Induction and Teacher Preparation

This session will provide information about existing collaborations between IHE's and BTSA programs: how they got started, their successes, and continuing challenges. There will be an opportunity to ask questions and to work in groups to identify possible steps to take to begin or strengthen your own collaboration.

2. Designs for Induction Programs

This session provides an opportunity to participate in a round table discussion of possible designs for induction programs. There will be a group discussion about the many program decisions that Induction Program Sponsors must make in planning their Induction Program e.g. advising participants; models, selection, and training of support providers; delivery of formative assessment; professional development for beginning teachers; tracking program participation and completion. This session is intended for participants with knowledge of the SB 2040 Induction Program Standards.

3. Developing Responses to the SB 2042 Standards

This session covers everything one needs to know about SB 2042 document writing and preparation. This includes organizing a writing team, writing formats and writing tips, selecting and organizing supporting documentation, submission guidelines for written and electronic materials, and critiquing sample standards responses.

4. Program Models for Teacher Preparation: Advice on Meeting the New Standards

This session will provide a discussion of the process for submitting documents for approval of Teacher Preparation Programs as experienced by program developers from postsecondary institutions and district internship programs. Those who participated in the Early Adoption process will provide advice on program development and document submission to the Standards Review Panel.

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6. No Child Left Behind: California's Plan in Response to New Federal Title I Requirements

This session will provide an overview of this new federal legislation and its impact on schools and school districts, and of California's plan that was submitted to USDOE in response. Implications for the preparation and ongoing professional development of teachers, including new roles for private schools, will be discussed.

7. Implementing the TPA: Implications for Policies and Practices in Teacher Preparation

This session will examine how including the Teaching Performance Assessment (TPA) in the preliminary credential program will impact institutional assessment practices including data collection and analysis, accreditation documentation, and look at the use of the assessment itself in programs.

8. Single Subject Program Standards/California Subject Matter Examinations (CSET™)

This presentation will include information on the new proposed Single Subject Program Standards for Math, English, Social Science, and Science. Draft standards will be presented and discussed during the session as well as plans for Commission adoption of the Standards. Also, plans for implementation of the new Subject Matter Programs will be discussed. Single Subject Panels in all four areas have been meeting since March 2001 to develop the new proposed Standards and to identify the Commission-adopted Subject Matter Requirements for each new subject matter area.

This session will also include an update on the California Subject Examinations for Teachers (CSET™), the new testing program being developed as the examination option to the subject matter competence requirement. The testing program will, over the next four years, take the place of the current Single Subject Assessments for Teaching® (SSAT™) and Praxis™ II subject matter examinations. The session will also address test development and administration for the (CSET™), as well as the transition from the old to the new testing program.

Concurrent Breakout Sessions C

1. Induction and Special Education

Representatives of the California Commission On Teacher Credentialing, BTSA, and IHE Special Education programs will discuss collaboration of teacher training programs with local BTSA programs for the Education Specialist Level II credentialing. CLAD for Special Education will also be discussed.

2. Teacher Performance Assessment to National Boards

Session Participants will have the opportunity to learn about California's new Teaching Performance Assessment (TPA) system, formative assessment in induction and the National Board for Professional Teaching Standards assessments for teachers. The TPA and the California Formative Assessment and Support System for Teachers (CFASST) are California's state-designed assessment prototypes. The National Board assessments are offered by Educational Testing Service (ETS). The session will focus on the similarities and differences of the three systems and illustrate how each system prepares a teacher.

3. Developing Responses to the SB 2042 Standards

This session covers everything one needs to know about SB 2042 document writing and preparation. This includes organizing a writing team, writing formats and writing tips, selecting and organizing supporting documentation, submission guidelines for written and electronic materials, and critiquing sample standards responses.

4. Program Models for Elementary Subject Matter Programs

Elementary Subject Matter Programs under the new SB 2042 standards must align their content with the California K-12 student academic content standards. Institutions are modifying their curricula and organization to adapt to the new requirements. In this session participants will receive an update on how some institutions have accomplished these tasks and have opportunities to ask questions about that process.

5. Implementing the TPA: Implications for Policies and Practices in Teacher Preparation

This session will examine how including the TPA in the preliminary credential program will impact institutional assessment practices including data collection and analysis, accreditation documentation, and look at the use of the assessment itself in programs.

6. AB 1059 and Beyond: English Learners and Teacher Preparation in California

This presentation will present an update on the progress of the AB 1059 panel. Specifically, there will be discussion about the number of approved programs and institutions under AB 1059 (Standard 13), as well as the fall timelines for having all institutions approved. There will also be discussion of the implementation of AB 1059 within the context of SB 2042, including the induction phase for new teacher candidates. The future development of preparation programs for teachers of English learners in bilingual settings will also be discussed. Nomination letters will be made available to those interested in serving on the design team that will study re-aligning both assessments and program standards.

7. Legislative Update – SB 57

This session will provide specific information on the implementation of SB 57, the early completion pathway to earning a teaching credential in California. Updated information on the status of other Commission-sponsored legislation will also be shared.

8. No Child Left Behind: California's Plan in Response to New Federal Title I Requirements

This session will provide an overview of this new federal legislation and its impact on schools and school districts, and of California's plan that was submitted to USDOE in response. Implications for the preparation and ongoing professional development of teachers, including new roles for private schools, will be discussed.

Introduction of Keynote Speaker

Lawrence Madkins, Vice Chair, California Commission on Teacher Credentialing

Keynote Speaker

“Teacher Quality Matters,” Michael Fullan, Dean, Ontario Institute for Studies in Education, University of Toronto.

Panel of Respondents

Closing and Evaluation

